DOCUMENT RESUME

ED 146 744 EC 102 865

TITLE	Parent Attitudes and Parent Counseling: 1977 Topical Bibliography.
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SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	16p.; Exceptional Child Education Resources Topical Bibliography Series
AVAILABLE FROM	The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00, No. 715)
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Handicapped Children; *Parent Attitudes; Parent Child Relationship; *Parent Counseling; Personal Adjustment

ABSTRACT

Approximately 50 citations (1974-1976) are contained in the annotated bibliography on attitudes of and counseling for parents of handicapped children. The information is said to have been drawn from volume eight of Exceptional Child Education Resources. Entries are arranged by accession number and usually include information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

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Parent Attitudes and Parent Counseling

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 715

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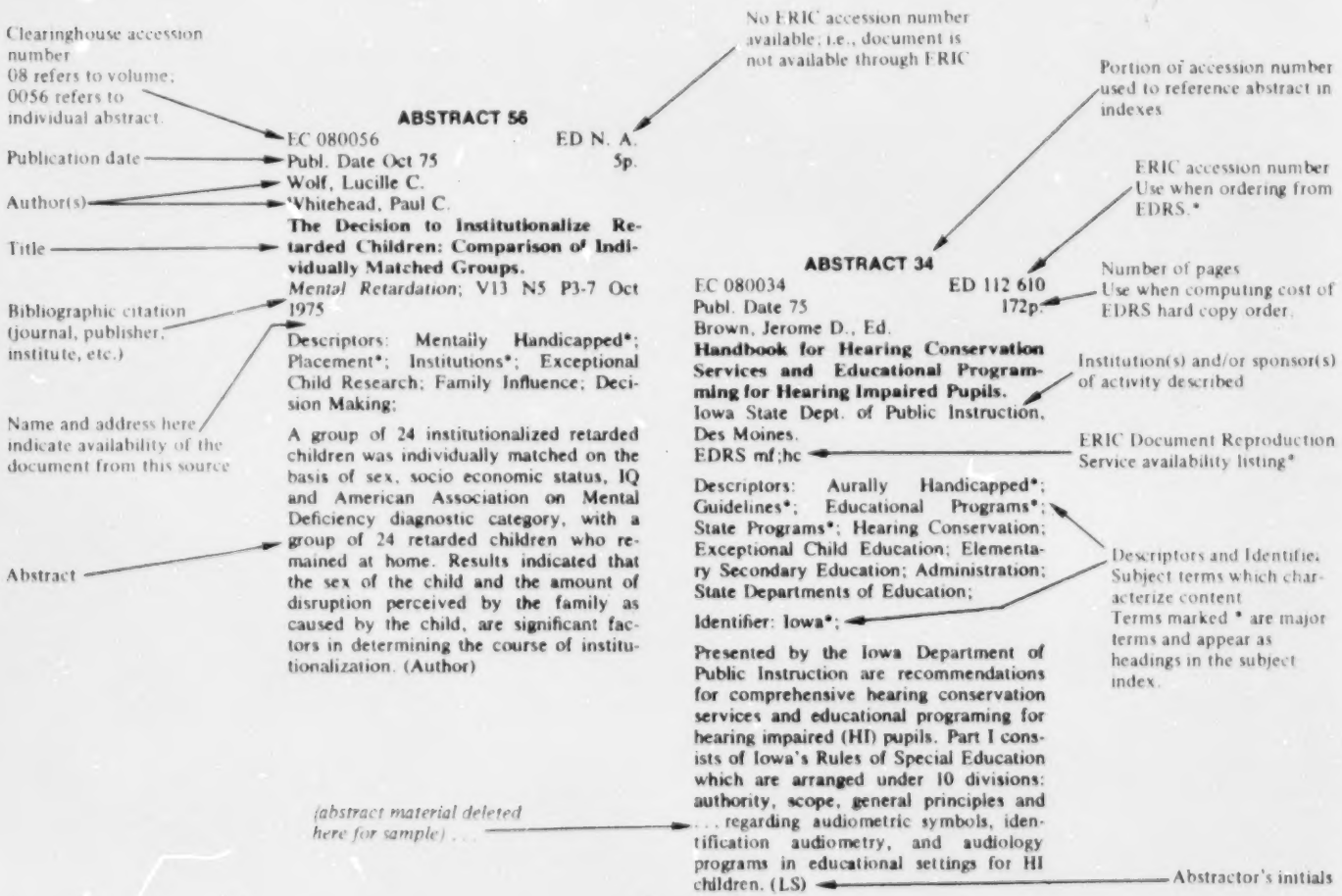
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ABSTRACT 56
EC 080056
ED N. A.
5p.
Publication date
Publ. Date Oct 75
ERIC accession number
Use when ordering from EDRS.*
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Publ. Date 75
172p.
Number of pages
Use when computing cost of EDRS hard copy order.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Descriptors and Identifiers: Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

AAESPH Review, American Association for the Severely/Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Journal of Community Psychology, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**__American Journal of Diseases of Children__, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610

Arithmetic Teacher, 1906 Association Dr., Reston VA 22091

Art Psychotherapy, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523

ASHA, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

Assignment Children, UNICEF, 2 Rue Eugene Delacroix, 75016, Paris, France

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Audiology & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks CA 91403

Australian Citizen Limited, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England

British Journal of Physical Education, 10 Nottingham Place, London W1M 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

Early Years, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

Early Years Parent, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

*__Education and Training of the Mentally
**Retarded__, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

Exceptional Child (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

Health Education (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

Hearing, 105 Gower Street, London WC1E 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

*journals monitored for CIJE

**copyrighted journals for which ECER has been granted permission to use author abstracts

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, Uni-**versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 101 E. **Ontario St., Chicago IL 60611

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London W1N 6AA, England

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parent Communication, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Pediatric Clinics of North America, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

Perceptual and Motor Skills, Box 1441, Missoula MT 59801

Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Rehabilitation World, RIUSA, 20 W. 40th St., New York NY 10018

Remedial Education, 5 Nesherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

Science and Children, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, South Ozone Park, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 2957

EC 08 2957 ED N. A.
Publ. Date 75 179p.
Patterson, G. R.
And Others.
A Social Learning Approach to Family Intervention. Volume I: Families with Aggressive Children.
Castalia Publishing Company, P. O. Box 1587, Eugene OR 97401 ($8.95)

Descriptors: Exceptional Child Education; Emotionally Disturbed; Socially Deviant Behavior;* Aggression;* Manuals; Counselor Role;* Parent Education;* Teaching Methods;* Parent Counseling; Intervention;* Contingency Management;* Family Problems; Behavior Change; Case Studies; Therapy;*

Intended for therapists working with aggressive children, the manual offers detailed procedures designed to aid in teaching parents to perform effective child management skills. The two chapters in Section I provide a clinical description and definition of the socially aggressive or out of control child and an overview of the clinical research on which the manual's treatment procedures are based. Outlined in Section II (three chapters) are the steps followed by a typical family from the referral process and the intake interview to baseline assessments. Section III (seven chapters) describes each of the major steps in treatment (such as negotiating a fee schedule and setting up the first contingency contract) and includes case studies that illustrate problems in performing the various components. Section IV (six chapters), on some perturbations in standard treatment, examines such aspects of treatment as marital conflicts, intensive classroom intervention, and therapist behaviors. A final section provides brief descriptions of treatment to specific crises that include cases of an assaultive family, an immature child, and a child who steals. Among appended materials are blank referral and reporting sheets, the Becker Adjective Checklist, a referral problems checklist with behavioral definitions, and instructions for coding discrete behaviors in the school setting. (SB)

ABSTRACT 2945

EC 08 2945 ED 122 567
Publ. Date Apr 76 4p.
Donaldson, Joy.
Working with Parents: A Values Clarification Approach.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Handicapped Children;* Workshops;* Parents;* Class Activities;* Values;* Parent Education; Parent Counseling; Parent Child Relationship; Personal Adjustment;

Presented are sample workshop strategies for use with parents of exceptional children in helping them clarify personal values and recognize ways to facilitate personal growth in their children. Briefly described are such approaches as an adaptation of the "Twenty Things I Love to Do" strategy; the "Things I Like about Myself and My Child" exercise; and an activity in which parents share aloud something they are proud of. In addition to helping parents see themselves as capable and effective persons who can significantly enhance their child's personal growth, values clarification strategies are noted to help parents realize that their child's limited "success" in school does not preclude health/personal, social, and vocational adjustment. (SB)

ABSTRACT 2928

EC 08 2928 ED 122 550
Publ. Date Apr 76 3p.
Hertlein, Forest J. C.
Project TELEPAC: The Telephone as an Instructional Communication Device for Parents of Handicapped Children and Youth.
Utah State Univ., Logan. Exceptional Child Center.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Handicapped Children;* Parent Education;* Parent Counseling;* Self Care Skills; Telephone Communication Systems;* State Programs; Rural Education; Instructional Materials;*

Identifiers: Utah;* Project TELEPAC;

Project TELEPAC utilized the telephone to provide access to professional skills by parents of handicapped children located throughout Utah and the loan of self instructional packages designed to teach self help and academic skills. Parents called the center on a toll-free number and reported satisfaction with the project. Staff members used the system to evaluate the instructional packages. A telephone based delivery system is appropriate for areas that face problems such as limited availability of professionals and limitations imposed by time and distance. (DB)

ABSTRACT 2905

EC 08 2905 ED 122 527
Publ. Date Apr 76 6p.
Doernberg, Nanette L.
Wagner, Patricia A.
"Life Insurance" for Parents of Retarded Children, Adolescents and Adults: Short-and Long-Term Parent Counseling Techniques.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Adolescents; Adults; Parent Counseling;* Institutionalized (Persons);* Parent Attitudes;* Placement;

Identifiers: Deinstitutionalization;*

Counseling parents of institutionalized adolescents and adults should address basic problems of parental overestimation of the child's impairment, anxiety regarding future community placement, and apprehension about the alternatives to community placement. Characteristic parental responses to their son's or daughter's placement in less restrictive settings include guilt and resistance, with the greatest rejection often expressed at the idea of foster care. (CL)

ABSTRACT 2904

EC 08 2904 ED 122 526
Publ. Date Apr 76 14p.
Doernberg, Nanette L.
"Life Insurance" for Parents of Retarded Children, Adolescents and Adults: Short and Long Term Parent Counseling Techniques.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Early Childhood Education; Parent Counseling;* Parent Attitudes;* Emotional Adjustment;* Guidelines;

Counseling approaches for parents of young retarded children are reviewed. Guidelines are suggested for helping parents as they proceed through stages of protective denial (in which they need clear information about retardation), expectations of a cure (in which their attempts to further the child's development must be realistically balanced), verbalization without actual feeling, a period of mourning (in which they acknowledge the difference between the child they wished for and do not have), anger, and the final stage of coming to terms with the tragedy and using their energies positively. Counseling goals are seen to include giving parents initial support, encouraging realistic expectations, and providing specific child rearing methods that take into account their own needs and the needs of their other children. (CL)

ABSTRACT 2895

EC 08 2895 ED 122 517
Publ. Date Apr 76 3p.
Kingsley, Ronald F.
And Others.
Instructional Activities for Children with Autistic Like Behavior.
Kent Public Schools, Ohio. Program for Autistic Children.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Autism;* Elementary Secondary

Education; Educational Programs;* Diagnostic Teaching;* Language Instruction;* Skill Development;* Normalization (Handicapped); Parent Counseling; Program Descriptions;

Identifiers: Ohio (Kent);

A program for children with communication disorders (autistichke behaviors) has been developed by the Kent (Ohio) Public Schools' Special Education program and is intended to eventually integrate the children served into other special education classrooms and, ultimately, into the home school special education program. Among the program's objectives are to provide an educational program for 18 autistic children, to provide individual and group guidance for parents of autistic children, and to help determine the percent of autistic children that are educable but are misdiagnosed as trainable by individual IQ tests. The diagnostic/prescriptive instructional program provides language centered training in academic, psychomotor, and social-affective skills. (SB)

ABSTRACT 2839

EC 08 2839 ED N. A.
Publ. Date 76 268p.
Webster, Elizabeth J., Ed.
Professional Approaches with Parents of Handicapped Children.
Charles C Thomas, 301 E. Lawrence Ave., Springfield, IL 02717 ($10.95)

Descriptors: Exceptional Child Education; Handicapped Children;* Textbooks; Professional Services;* Parent Counseling;* Parent Education;* Counselor Functions;* Counselor Role;* Counseling Programs; Program Descriptions;

Intended for professionals working with handicapped children, the text provides information on building a rationale for work with parents and on planning procedures to use in parent counseling and training. Included are chapters with the following titles: "Parent Counseling and Exceptionality-- From Creative Insecurity Toward Increased Humanness" (A. Murphy); "Various Aspects of Parent Counseling" (B. McWilliams); "Psychoeducational Treatment for Parents of Autistic Children" (N. Doernberg, M. Bernard, and C. Lenz), "A Demonstration Home Approach with Hearing Impaired Children" (A. Simmons-Martin); "Parents and Siblings as Co-Therapists" (G. Wyatt); "Project Cope" (F. Taylor); "Interdisciplinary Counseling in a Medical Setting" (M. Todd and M. Gottlieb); "Communicating with Parents of Exceptional Children" (N. Bissell); and "Issues in Planning Future Programs for Parents of Handicapped Children" (V. Falck). In a summary by E. Webster, it is concluded that the authors agree on the following four functions of the profession to convey information that parents need to cope with help the handicapped child and the family; to obtain information from parents to help the handicapped child; to help parents clarify their attitudes, ideas, and understanding of themselves, the child, and the information they are given; and to help parents experiment with ways of changing their behaviors. (SB)

ABSTRACT 2648

EC 08 2648 ED N. A.
Publ. Date Jun 76 4p.
Gordon, Sol.
A Parent's Concerns.
Exceptional Parent; V6 N3 P19-22 Jun 1976

Descriptors: Handicapped Children;* Parent Attitudes;* Emotional Adjustment;* Exceptional Child Education;

Discussed are some of the thoughts and feelings that parents of handicapped children experience. Suggestions are offered for dealing with such feelings as death wishes for the child, guilt about having a good time, and belief that the handicap is the other parent's fault. (SB)

ABSTRACT 2645

EC 08 2645 ED N. A.
Publ. Date Jun 76 4p.
Bassin, Jeff.
Drovetta, Diane.
Parent Outreach.
Exceptional Parent; V6 N3 P6-9 Jun 1976

Descriptors: Handicapped Children;* Parent Counseling;* Exceptional Child Education; Infancy; Program Descriptions; Volunteers; Community Organizations;

Identifiers: Parent Outreach Program;*

The Parent Outreach Program was initiated to link parents who are already raising children with disabilities with new parents of disabled children. Parent outreach volunteers are provided with three 2-hour training sessions that include information on services available to disabled children and their families, ways for volunteers to express their own feelings and accept the feelings of others, and role playing. Parent-to-parent meetings usually involve sharing ideas about ways to tell friends and relatives about the child's disability and providing suggestions on the basic procedures of home training. (SB)

ABSTRACT 2643

EC 08 2643 ED N. A.
Publ. Date Apr 76 4p.
Behmer, Myra R.
Coping with Our Children's Disabilities: Some Basic Principles.
Exceptional Parent; V6 N2 P35-38 Apr 1976

Descriptors: Handicapped Children;* Parent Attitudes;* Parent Role;* Exceptional Child Education;

The mother of two disabled children describes feelings--such as grief over the loss of a perfect child and helplessness in relieving the child's suffering--that parents of handicapped children experience, and offers suggestions that include talking about the disability with a matter of fact attitude and learning self acceptance. (SB)

ABSTRACT 2641

EC 08 2641 ED N. A.
Publ. Date Apr 76 7p.
Growing with Your Child. Case History: Drugs-Specific Cure or Social Change?
Exceptional Parent; V6 N2 P11-17 Apr 1976

Descriptors: Hyperactivity;* Parent School Relationship;* Parent Child Relationship;* Teacher Attitudes;* Drug Therapy;* Exceptional Child Education; Elementary Education; Parent Attitudes; Physicians; Psychologists;

The case of a hyperactive 11-year-old boy is described from the viewpoints of the child's mother, father, teacher, and pediatrician; and a summary of the case and reasons for continuing medication and designing a structured educational program are discussed by the psychological consultant. (SB)

ABSTRACT 2622

EC 08 2622 ED N. A.
Publ. Date 76 256p.
Gregory, Susan.
The Deaf Child and His Family.
John Wiley and Sons (Halsted Press), 605 Third Avenue, New York, NY 10016 ($15.00)

Descriptors: Exceptional Child Research; Aurally Handicapped; Deaf;* Infancy; Preschool Education; Parent Attitudes;* Mothers; Parent Child Relationship;* Child Rearing;* Family Problems;*

Reported are results of a study of the daily life of 122 deaf preschool children in the United Kingdom. It is explained that mothers were interviewed in their homes using a guided interview schedule. Sections of the report are given to a general description of the handicap of deafness, and information on the deaf child at play, day-to-day living, discipline and punishment, learning to communicate--equipment, learning to communicate--education, coming to terms with deafness, family life with a deaf child, and the family and the community. It is concluded that many deaf children frequently lack a sense of continuity and rationality, and that parents have difficulty allowing and compensating for the child's handicap while not spoiling him. (DB)

ABSTRACT 2587

EC 08 2587 ED N. A.
Publ. Date Jun 76 6p.
Dodge, Philip R.
Neurological Disorders of School-Age Children.
Journal of School Health; V46 N6 P338-343 Jun 76

Descriptors: Exceptional Child Research; Neurologically Handicapped;* Mentally Handicapped;* Elementary Secondary Education; Medical Evaluation;* Parent Attitudes;* Learning Difficulties;*

The author reviews a traditional approach to the diagnosis of neurologic disease in children and discusses home and school related problems of the handicapped child. It is noted that neurologic diagnosis is based on considerations related to functional disturbance and medical data. Various reactions of parents (such as denial and anger) to the diagnosis of mental retardation are related with

examples, and such problems as overprotectiveness by the child's family and fainting in school are also described using cases as examples. (SB)

ABSTRACT 2575

EC 08 2575 ED N. A.
Publ. Date Mar 75 31p.
Ashurst, Donald I.
Annotated Bibliography for Professionals and Parents Who Work with Severely Handicapped Children.
American Association for the Education of the Severely/Profoundly Handicapped Review; V1 N4 P47-77 Mar 76

Descriptors: Exceptional Child Education; Severely Handicapped;* Emotionally Disturbed;* Autism;* Bibliographies;* Literature Reviews;* Class Activities; Behavior Change; Operant Conditioning; Child Development; Parent Counseling; Social Development; Teacher Education; Therapy;

Compiled by the staff of the Diagnostic School for Neurologically Handicapped Children, the annotated bibliography includes approximately 90 books and articles for professionals and parents working with severely handicapped children. Entries (providing author's name, title, source, date, and a description) are listed under the following categories: activities for classroom use, behavior modification, child development, language development and remediation, learning theory and processing, parent counseling and training, social affective development, teacher preparation and training, training and treatment models for emotionally disturbed children, and writings describing autism and other childhood psychoses. (IM)

ABSTRACT 2553

EC 08 2553 ED 121 021
Publ. Date 76 45p.
Working with Parents of Handicapped Children.
Southwest Education Development Lab., Austin, TX.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($3.25, Publication Number 132)

Descriptors: Exceptional Child Education; Handicapped Children;* Preschool Education; Parent Education;* Parent Teacher Conferences;* Parent Teacher Cooperation;* Parent School Relationship; Parent Counseling;* Emotional Adjustment; Interviews; Teacher Role;

This manual covers methods for teachers to help parents understand and deal with their handicapped children and provides suggestions for improving parent-teacher meetings. Sections address the following topics: understanding parents' feelings and dealing with such special situations as referral for further tests and suspected child abuse; understanding one's own feelings in relating to parents; preparing for and conducting parent interviews, meetings, and home visits; and following up with classroom observation and home instruction. Three appendixes contain a list of 24 organizations and information sources, a bibliography of approximately 50 references, and interview suggestions and sample forms. (CL)

ABSTRACT 2543

EC 08 2543 ED N. A.
Publ. Date Jun 76 5p.
Doleys, Daniel M.
And Others.
Comparison of Patterns of Mother-Child Interaction.
Journal of Learning Disabilities; V9 N6 P371-375 Jun/Jul 1976

Descriptors: Learning Disabilities;* Parent Child Relationship;* Mothers;* Parent Attitudes;* Exceptional Child Research; Early Childhood; Behavior Problems;

Behavioral observations obtained from mother-child interactions were compared for three groups of nine mother-child (mean age 6 years) pairs: (1) nonclinic, normal children; (2) noncompliant children; (3) children identified as learning disabled. The mothers of children with learning disabilities dispensed more rewards and asked more questions than the mothers in the other two groups. In addition, data from an attitude scale revealed that the mothers of the learning disabled children perceived their children to have more behavioral and adjustment problems than did the mothers of the nonclinic children, but to have fewer problems than the mothers of clinic children judged their children to have. (Author)

ABSTRACT 2499

EC 08 2499 ED N. A.
Publ. Date 75 391p.
Murphy, Edmond A.
Chase, Gary A.
Principles of Genetic Counseling.
Yearbook Medical Publishers, Inc., 35 E. Wacker Dr., Chicago, IL 60601 ($22.95)

Descriptors: Exceptional Child Services; Handicapped Children;* Genetics;* Counseling;* Parent Counseling; Abortions; Medical Services; Probability;* Prediction; Congenitally Handicapped;* Anomalies;* Biological Influences; Screening Tests; Prenatal Influences; Prevention; Pregnancy;

Intended for genetic counselors, the book considers pertinent principles of genetics, pedigree collection, probability theory, and the art of communication with the patient. Possible consequences of the patients' decisions are examined and the principal sources of clinical and genetic facts are listed with some information on how to obtain specialized services. Chapters focus on the following topics: general considerations; fundamental genetic principles; elements of probability theory; sources of information; genetic counseling when the genotypes of consultants are known; Mendelian conditions (three chapters); two locus systems; ancillary methods (linkage, carrier detections, zygosity, and paternity); consanguinity; more complex systems (multiple allelism, multilocal systems, metric effects, and pseudodichotomous effects); penetrance and expressivity; empiric risk counseling (covering conditions such as congenital heart defects, anencephaly and spina bifida, cleft palate and cleft lip, congenital pyloric stenosis, schizophrenia, arteriosclerosis, and chromosomal abnormalities); amniocentesis, prenatal diagnosis, and selective abortion; and the consequences of genetic counseling (including 10 steps to be followed by the counselor). A means of obtaining information on centers for genetic counseling is provided. (IM)

ABSTRACT 2439

EC 08 2439 ED N. A.
Publ. Date 75 208p.
Adamowicz, Deborah, Comp.
Child Abuse and Neglect: The Problem and Its Management. Volume 3: The Community Team. An Approach to Case Management and Prevention.
National Center for Child Abuse and Neglect (DHEW/OHD), Washington, DC

Office of Child Development (DHEW), Washington, DC
Superintendent of Documents, US Government Printing Office, Washington, DC 20402 ($2.60, Stock Number 017-092-00019-7)

Descriptors: Exceptional Child Education; Disadvantaged Youth; Child Abuse;* Community Programs;* Program Descriptions;* Program Development;* Prevention;* Therapy;* Parent Counseling; Intervention;

Identifiers: Neglected Children;*

The third in a series of three volumes on child abuse and neglect presents a description of a community team approach to management and prevention. Six chapters cover the following topics (sample subtopics are in parentheses): a brief overview of the community team approach; identification and diagnosis through the use of central registers and hotlines (organizational and operational considerations regarding central registers); treatment for the parents and the children (therapeutic interventions and games); education and training (the effects of and guidelines for a public information campaign); program and case coordination and guidelines for developing a community team approach; and primary prevention (questions to consider in identification). Appended are reports on four examples of existing community programs. Also included is a bibliography that lists over 100 relevant publications. (For related documents, see EC 08 2437 and EC 08 2438.) (SB)

ABSTRACT 2425

EC 08 2425 ED N. A.
Publ. Date Sum 76 3p.
Burr, Jennifer Nadine.
What's Wrong with My Son?
Early Years Parent; V1 N3 P14-15, 58 Sum 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Personal Adjustment; Parent Attitudes;* Parent Child Relationship;*

Identifiers: Personal Experiences;

A mother recounts problems of getting the needed help for her learning disabled and speech handicapped son and encourages parents to trust their own instincts about a handicapped child. Noted are an operation which improved the child's speech, behavior problems, diagnostic procedures, marital problems, and successful remediation. (DB)

ABSTRACT 2380

EC 08 2380 ED N. A.
Publ. Date Sum 76 8p.
Gargiulo, Richard M.
Warniment, Judith.
A Parents' Perspective of Learning Disabilities.
Academic Therapy; V11 N4 P473-480 Sum 1976

Descriptors: Learning Disabilities;* Parent Attitudes;* Family Problems;* Emotional Adjustment;* Exceptional Child Education; Elementary Secondary Education;

Reactions of parents of learning disabled children are examined through answers of three parents to ten questions concerning attitudes, emotional adjustment, marital problems, sources of professional help, educational treatment, and advice for other parents. (DB)

ABSTRACT 2317

EC 08 2317 ED N. A.
Publ. Date Jun 76 3p.
Payne, James E.
The Deinstitutional Backlash.
Mental Retardation; V14 N3 P43-45 Jun 1976

Descriptors: Mentally Handicapped;* Parent Attitudes;* Group Living;* Exceptional Child Research; Institutionalized (Persons); Questionnaires;

Identifiers: Deinstitutionalization;*

One hundred and fifty parents of persons residing in 11 Texas institutions for the retarded completed questionnaires in which they were asked to provide demographic data and to express their agreement or disagreement with 19 statements concerning deinstitutionalization. Results indicated that the parents were in favor of maintaining the institution and were skeptical of the advantages of small group homes. (Author/CL)

ABSTRACT 2299

EC 08 2299 ED N. A.
Publ. Date 74 80p.
Naumann, Theodor F.
Piper, Laura M.
Home Environment Variables and Gifted Young Children--An Ecological Inquiry.
The College Bookstore, Central Washington State College, Ellensberg, WA 98926 ($3.50)
Child Study Monographs No. 1

Descriptors: Exceptional Child Research; Gifted;* Early Childhood; Interviews; Child Rearing;* Mothers;* Environmental Influences;* Social Development; Intelligence Quotient; Parent Attitudes;*

Examined with eight gifted and eight nongifted children between 2 and 4 years old were home environmental variables and the validity of the assessment instrument. Mothers of Ss were interviewed and their answers organized according to the following environmental process variables: achievement press, language models, child rearing attitudes, activeness of the family, intellectuality in the home, and work habits in the family. Positive and significant correlations between the interview schedule and concurrent measures of the child's social maturity and intelligence suggested validity of the instrument. Positive and significant correlations were found between IQ and the process variables of (1) press for academic achievement in the home and (2) language models available. Positive and significant correlations were found between Vineland Social Maturity scores and (1) intellectuality in the home, and (2) activeness of the family. Statistically significant differences were found between the gifted and nongifted groups on (1) intellectuality in the home and (2) child rearing attitudes of the mothers. (DB)

ABSTRACT 2274

EC 08 2274 ED N. A.
Publ. Date Spr 76 7p.
Cowan, Mary Ann.
DeBlassie, Richard R.
Counseling with Parents of the Mentally Handicapped Child.
Special Children; V2 N3 P5-11 Spr 76

Descriptors: Exceptional Child Services; Mentally Handicapped; Educable Mentally Handicapped;* Parent Counseling;* Play Therapy;*

Specific counseling techniques and instruction in play therapy are useful when counseling parents of educable mentally handicapped children. Counselors need to use careful timing, encourage normal family relationships, and provide person to person contact. Parents can be taught the use of structured and unstructured play therapy with their children. (DB)

ABSTRACT 2242

EC 08 2242 ED N. A.
Publ. Date Apr76 9p.
Goodall, Janet.
Opening Windows Into a Child's Mind.
Developmental Medicine and Child Neurology; V18 N2 P173-181 Apr76

Descriptors: Exceptional Child Services; Emotionally Disturbed;* Parent Counseling;* Interviews;* Physicians; Counseling;

Methods are outlined to aid pediatricians interviewing the child with psychosomatic symptoms. Interviews with both parents and child are urged. Indirect approaches are seen to include interpreting drawings and writing, observing play with a doll's house and animals, and having the child tell of three wishes, good dreams and bad dreams, and what his parents frequently say to him. Use of the information obtained is thought to aid in counseling the child and his parents and in referral to specialists. (DB)

ABSTRACT 2199

EC 08 2199 ED N. A.
Publ. Date May 76 12p.
Kelly-Botting, Patricia
A Rationale for Training Atypical Hearing-Impaired Pre-Schoolers.
Teacher of the Deaf; V74 N437 P136-147 May 76

Descriptors: Exceptional Child Education; Multiply Handicapped;* Aurally Handicapped;* Early Childhood Education; Operant Conditioning;* Behavior Change; Attention Span;* Parent Counseling;* Family Role; Parent Education;

An operant conditioning and attention-focusing approach was used with a 2-year-old multiply handicapped hearing impaired child, while client centered counseling and modeling techniques were employed with her parents. In addition to gains in the child's IQ, language, and eye-hand coordination, the program enhanced adaptive communication within the family. (CL)

ABSTRACT 2178

EC 08 2178 ED N. A.
Publ. Date Ma/Ju76 4p.
Ribner, Sol.
And Others.
A Comparison of Parent and Teacher Perceptions of the Behavior of Exceptional Children.
Journal of Educational Research; V69 N9 P345-348 May/Jun 76

Descriptors: Exceptional Child Research; Handicapped Children;* Elementary Education; Behavior Patterns;* Parent Attitudes;* Teacher Attitudes;*

Parent and teacher perceptions of the behavior patterns of 52 exceptional children (6-11 years old) were compared before and after a series of parent-teacher meetings. The results indicated that there were no significant differences in the mean level of ratings on the pre and post measures. However, changes in the correlation between parents' and teachers' ratings indicated that the parents restructured the pattern of their perceptions to become more similar to those of the teachers. (Author)

ABSTRACT 2078

EC 08 2078 ED N. A.
Publ. Date Spr 76 5p.
Pettiford, Ida.
And Others.
The Drop-In Center: Filling the Missing Link in the Neighborhood Support Network.
Clinical Child Psychology; V5 N1 Spr 76

Descriptors: Exceptional Child Services; Child Abuse;* Early Childhood Education; Parent Counseling;* Respite Care; Prevention; Volunteers;* Program Descriptions; Community Programs;* Mental Health;

Described is experience with Drop-In Centers, a free service which provides quality early childhood and parental education and support services to families in stress and at risk of child abuse or neglect. The volunteer program is reported to have served over 350 different families

in one year. Provided are examples of services, a summary of center structure and staffing, and a description of community support and liaison. (DB)

ABSTRACT 1925

EC 08 1925 ED N. A.
Publ. Date May 76 10p.
Levitt, Edith.
Cohen, Shirley.
Educating Parents of Children with Special Needs: Approaches and Issues.
Young Children; V31 N4 P263-272 May 76

Descriptors: Exceptional Child Education; Handicapped Children;* Economically Disadvantaged;* Parent Education;* Intervention;* Program Descriptions;* Parent Counseling; Parent Role;* Teaching Methods;*

Considered are various types of intervention programs for educating parents of children with special needs. Parent intervention programs are noted to have generally had a dual focus: the first on the mother as a person in her own right, and the second on the mother's role as a teacher of her child. Briefly described are programs which provide counseling related to the first focus. The remainder of the document focuses on facilitating parents' roles as teachers of their children and includes sections on center based programs, group programs, home based programs, common dimensions of home based parent intervention programs, and other techniques for parent intervention programs. Among conclusions are that an important reason for using the indigenous paraprofessional with low SES parents is the paraprofessional's special understanding of their problems and that at present a wide variety of intervention approaches is being used for both handicapped and low SES children. (SB)

ABSTRACT 1862

EC 08 1862 ED N. A.
Publ. Date Apr 76 5p.
Cullen, K. J.
A Six-Year Controlled Trial of Prevention of Children's Behavior Disorders.

Journal of Pediatrics; V88 N4 Pt1 P662-666 Apr 1976

Descriptors: Behavior Problems;* Parent Counseling;* Physicians;* Behavior Patterns;* Prevention;* Exceptional Child Research; Infancy; Early Childhood; Role Perception; Interviews; Followup Studies;

A longitudinal study was conducted with 124 preschool children to determine the effects of a series of 12 physician-mother interviews on Ss' behavioral patterns and learning abilities. Comparison after 6 years of Ss with controls indicated that Ss tended to have fewer fears, sleep disorders, eating problems, loud speech, and aggression toward others. Fewer of the experimental girls distorted events to their advantage or demanded that parents participate in play. More experimental Ss had positive feelings toward their mothers, but a greater number were late for school and more of the boys were reported as excitable and hard to control. The interviews were thought to have no effect on the children's learning capacities. (DB)

ABSTRACT 1772

EC 08 1772 ED N. A.
Publ. Date Apr 76 11p.
Paternite, Carl E.
And Others.
Relationships Between Symptomatology and SES- Related Factors in Hyperkinetic/MBD Boys.
American Journal of Orthopsychiatry; V46 N2 P291-301 Apr 1976

Descriptors: Hyperactivity;* Psychological Characteristics;* Socioeconomic Influences;* Parent Role;* Exceptional Child Research; Learning Disabilities; Minimally Brain Injured; Elementary Education; Males; Parent Attitudes;

Relationships among symptomatology, socioeconomic status (SES), and parenting styles were examined for 113 hyperkinetic/minimal brain dysfunction boys (mean age 8.2 years) from intact families. Primary symptoms (e.g., hyperactivity) did not vary as a function of SES, but SES related differences emerged for secondary symptoms (e.g., aggressive behavior, self esteem deficits) and for parenting variables. Parenting variables (such as father's love or hostility) were found to be better predictors of secondary symptoms than was SES. (Author/DB)

ABSTRACT 1687

EC 08 1687 ED N. A.
Publ. Date 75 55p.
Richardson, Sylvia O.; Beers, Kenneth N.
Thompson, Alice C.; Buscaglia, Leo F.
Parents' Problems.
Houghton Mifflin Company, 1 Beacon Street, Boston, MA 02108 ($8.50)
Chapter Nine in Samuel A. Kirk and Jeanne McRae McCarthy, Eds., *Learning Disabilities: Selected ACLD Papers*.

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Conference Reports; Parent School Relationship;* Physicians;* Emotional Adjustment;* Parent Counseling;* Educational Philosophy;*

Presented are three papers and a discussion transcript on the problems of parents with learning disabled (LD) children which constitute Chapter 9 of *Learning Disabilities-- Selected ACLD Papers* (EC 08 1678). In the discussion transcript titled "Parents Talk to Doctors," three physicians answer questions by parents on diagnosis and remediation. Kenneth and Janice Beers, who have three sons with LD, describe their experiences, their children's progress, and the stages of shock, fright, grief, and guilt experienced in a paper titled "Parents, Professionals, and Public Policy." Alice Thompson, in "Working with Parents of Children with Learning Disabilities," deals with problems encountered in working with parents and cites principles such as couching communication in positive rather than negative terms. In the final paper, "Parents Need to Know--Parents and Teachers Work Together," Leo Buscaglia gives his philosophy of returning to one's own self and abolishing superficiality. (For other papers in the collection, see EC 08 1678-EC 08 1686, and EC 08 1688.) (DB)

ABSTRACT 1661

EC 08 1661 ED 119436
Publ. Date Jun 74 184p.
Schrag, Judy A.
A Study of Exceptional Children in Idaho: Special Education Needs Assessment Study.
Idaho State Dept. of Education, Boise.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Handicapped Children;* Special Education;* Needs Assessment;* State Programs;* Exceptional Child Research; Elementary Secondary Education; State Surveys; Incidence; Services; Teacher Education; Financial Support; Legislation; Parent Attitudes;

Identifiers: Idaho;

Documented are the results of a 1974 Idaho needs assessment study of statewide special education services for exceptional children which involved 22,020 school-age handicapped children. The findings include field research related to (1) prevalence of exceptional children in Idaho school districts and communities; (2) services presently available, including Child Find, and services needed to meet state legislated mandates; (3) manpower available and adequacy of potential training resources; (4) consumer satisfaction with present services for exceptional children and possible satisfaction with new alternatives; (5) present and alternative funding patterns for special services and educational programs; and (6) identification of legislative considerations necessary to implement training, programing, and finance patterns. It is noted that the needs assessment format applied to Idaho's special education services has replication potential for other states. Emphasized are cause-effect factors operating statewide which will influence planning toward full services for all exceptional children. (Author/SB)

ABSTRACT 1653

EC 08 1653 ED N. A.
Publ. Date Jan 76 8p.
Cunliffe, W.
Vocational Assessment of Non-Academic Blind Adolescents.
New Beacon; V60 N705 P1-8 Jan 76

Descriptors: Exceptional Child Education; Visually Handicapped; Blind;* Adolescents; Vocational Counseling;* Student Evaluation;* Vocational Education;* Failure Factors; Program Descriptions;* Standardized Tests; Interpersonal Relationship; Parent Attitudes; Evaluation Methods;*

Various factors leading to the blind adolescent being labeled "nonacademic"

(not suitable for higher education) are discussed, and the program components of a vocational assessment center for blind adolescents are described. Topics covered include the definition of assessment; standardized tests; initial tests (with sample details provided for tests in such areas as light engineering, woodwork, and typing); social relationships; parental attitudes; assessment through pooled opinions of staff members; vocational guidance; and social initiative. (SB)

ABSTRACT 1647

EC 08 1647 ED N. A.
Publ. Date Mar 76 3p.
Stewart, Ida Santos.
Cultural Differences Between Anglos and Chicanos.
Education Digest; V41 N7 P29-31 Mar 76

Descriptors: Exceptional Child Research; Disadvantaged Youth; Ethnic Groups;* Cultural Differences;* Elementary Secondary Education; Parent Attitudes;* Student Attitudes;* Teacher Attitudes;* Educational Accountability; Mexican Americans;*

From a study involving 10 Chicano children and their parents, 10 Anglo children and their parents, and 12 Anglo teachers, information was obtained on the perceptions the Ss held for each other, the extent to which the perceptions were realistic, and the implications of cultural differences and similarities in the education of Chicanos. Implications from the study included that there are no simple solutions to the under-education of Chicano children; that agreement on educational goals does not mean agreement on the means of attaining them; and that the responses of the Chicano parents set them apart from Anglo parents and their children, and, to a lesser extent, from Chicano children. (SB)

ABSTRACT 1636

EC 08 1636 ED 119434
Publ. Date Feb 76 167p.
D'Audney, Weslee, Ed.
Giving a Head Start to Parents of the Handicapped.
University of Nebraska, Medical Center, Omaha. Meyer Children's Rehabilitation Institute.
Office of Child Development (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Handicapped Children;* Parent Counseling;* Counselor Role;* Guidelines;* Exceptional Child Education; Exceptional Child Services; Preschool Education; Parent Attitudes; Educational Needs; Regular Class Placement; Labeling (Of Persons); Child Advocacy; Nutrition; Parent Role;

Identifiers: Head Start;*

Written in response to questions from Head Start personnel, the manual contains information on how to provide encouragement and support to parents of handicapped children. Divided into sections with general background information and information pertaining to special problems, the 21 chapters cover the following topics (authors are in parentheses): a parent's view of her role in child care (V. Harra); the need for early childhood education (G. Dybwad and E. L. LaCrosse); the value of mainstreaming (W. D'Audney); dangers of labeling (D' Audney); confidentiality and legal rights (D'Audney); nutrition (D'Audney); transition to public school (D'Audney); the supportive role (D'Audney); parent involvement (S. Delaney); giving a head start to parents of children with visual impairments (M. A. Karstens), hearing impairments (D'Audney), orthopedic disabilities (R. Galusha), speech and language disorders (E. Leach), health impairments (P. Pearson), asthma (T. Fashinbauer), epilepsy (H. Major), mental retardation (M. Armfield), severe emotional disturbances (F. Manolascino), specific learning disabilities (J. Hill), and multiple handicaps (LaCrosse); and to parents suspected of child abuse or neglect (D'Audney). Appended are a list of the types of handicapping conditions served by Head Start programs and samples of Head Start authorization forms. (SB)

ABSTRACT 1593

EC 08 1593 ED N. A.
Publ. Date Mar 76 8p.
Townsend, Peter W.
Flanagan, John J.
Experimental Preadmission Program to Encourage Home Care for Severely and Profoundly Retarded Children.
American Journal of Mental Deficiency; V80 N5 P562-569 Mar 1976

Descriptors: Custodial Mentally Handicapped;* Placement;* Parent Counseling;* Exceptional Child Research; Mentally Handicapped; Trainable Mentally Handicapped; Preschool Education; Intervention; Mothers; Program Effectiveness;

Identifiers: Deinstitutionalization;

Sixty-one severely and profoundly retarded children under 6 years old were randomly assigned to experimental and control groups in an investigation of treatment programs to reduce institutionalization. Ss in the control group received the traditional program of institutional preadmission social work counseling, while experimental group Ss and their parents received additional home instruction, counseling, and information on available community resources. Results showed that counseling with the mother alone tended to result in increased marital conflict as well as a decision to keep the child at home, particularly in cases where parents were uncertain about their plans and hopes. Instructing the mother in child training procedures tended to reduce the number of instances of objectionable child behavior and to induce a decision to keep the child at home, particularly for those parents uncertain about their child's future. (Author/CL)

ABSTRACT 1553

EC 08 1553 ED 119423
Publ. Date Apr 74 6p.
Haughton, Donna.
And Others.
Parental Attitudes Toward the Handicapped.
California State University, Long Beach.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Paper presented at the Council for Exceptional Children Convention (52nd, New York, New York, April, 1974)

Descriptors: Educable Mentally Handicapped;* Teacher Attitudes;* Parent Attitudes;* Mothers;* Attitude Tests;* Exceptional Child Research; Mentally Handicapped;

Thirty-eight mothers of educable mentally retarded (EMR) children and eight teachers of EMR classes participated in an investigation of the relationships between two instruments that might be used by the special class teacher with parents of EMR children, and another instrument to assess teacher attitudes. The mothers were administered the Parent Child Rating Scale (PCRS) and the Attitude Toward Handicapped Individuals (ATHI) scale, while the teachers completed the Teacher Rating Scale (TRS). No statistically significant or high correlations were found among the three instruments, and it was concluded that the ATHI, PCRS, and TRS all measure rather different dimensions of parental and teacher attitudes toward a child's school behavior and acceptance of handicapped individuals. (LS)

ABSTRACT 1502

EC 08 1502 ED N. A.
Publ. Date 75 28p.
Dickman, Irving R.
Sex Education for Disabled Persons.
Public Affairs Committee, Inc., 381 Park Ave. South, New York, NY 10016 ($.35)

Descriptors: Exceptional Child Education; Physically Handicapped*; Mentally Handicapped*; Sex Education*; Social Attitudes; Educational Needs; Parent Attitudes; Teacher Attitudes; Normalization (Handicapped)*;

Presented is a booklet on various aspects of sex education for mentally and physically handicapped children. Topics covered include social attitudes regarding the sexuality of mentally and physically handicapped individuals, the need for sex education, attitudes of parents and teachers acting as sex educators, and special concerns (such as marriage, genetic counseling, raising children, and voluntary sterilization) for people with disabilities. (SB)

ABSTRACT 1478

EC 08 1478 ED 119405
Publ. Date 75 25p.
Steele, Brandt F.
Working with Abusive Parents: From a Psychiatric Point of View.

Children's Bureau (DHEW), Washington, D. C. National Center on Child Abuse and Neglect.
EDRS mf;hc
Superintendent of Documents, US Government Printing Office, Washington, DC 20402 (Pub. No. (OHD) 75-70, $.65)

Descriptors: Child Abuse*; Parent Counseling*; Child Rearing*; Behavior Patterns*; Psychiatry*; Exceptional Child Education; Etiology; Psychological Characteristics; Parent Attitudes; Social Work; Psychotherapy; Group Therapy; Operant Conditioning; Behavior Change; Role Playing;

Identifiers: Neglected Children*;

Child abuse and neglect is seen as an abnormal parenting behavior which has resulted from neglect or abuse of the abusive parents during their early lives. Included are brief sections on the following topics: the development of the abusive child-rearing pattern (lack of sufficient love and care, extremely high premature demand for performance, and excessive criticism and physical punishment for failure); psychological characteristics and problems (immaturity, dependency, lack of appropriate sympathetic responses, and inability to have pleasure) of abusive parents as encountered during the therapeutic relationship; parental misperceptions of the child; the constellation of psychological characteristics of abusive parents; the inability to cope with crises; goals of treatment; general problems of working with abusive parents which include parental reluctance to become involved; avoidance of criticism; lack of adequate and accurate information; distrust by parents of a social caseworker from a different race, culture, or economic background; and treatment modalities including public and private social agency casework; psychotherapy; group therapy; behavior modification; and role modeling. (SB)

ABSTRACT 1440

EC 08 1440 ED N. A.
Publ. Date Mar 76 3p.
Barville, Thomas G.
Please Don't Call Me That
Early Years; V6 N7 P54-55,58 Mar 76

Descriptors: Exceptional Child Education; Handicapped Children*; Elementary Secondary Education; School Psychologists*; Labeling (Of Persons)*; Parent Counseling;

A school psychologist cites instances in which labeling of children has been harmful, and suggests instead that psychologists provide teachers with guidance on meeting the child's individual needs, and provide parents with supportive counseling. (CL)

ABSTRACT 1396

EC 08 1396 ED N. A.
Publ. Date 73 219p.
Hitchfield, E. M.
In Search of Promise: A Long-Term National Study of Able Children and Their Families.
Humanities Press Inc., Atlantic Highlands, NJ 07716 ($9.00)

Descriptors: Exceptional Child Research; Gifted*; Childhood; Longitudinal Studies*; Interviews; Demography*; Student Characteristics*; Student Evaluation; Student Attitudes; Teacher Attitudes; Parent Attitudes; Case Histories*; Comparative Analysis; Evaluation Criteria; Foreign Countries;
Reported are the results of data gathered on 238 gifted children over an 11-year period as part of a large scale Perinatal Mortality Survey of all babies born in England, Scotland, and Wales during a 1-week period in 1958. In Part I (on the purpose and framework of the study), the criteria for selecting the gifted population, the procedures for conducting interviews with the children and their parents, and tests and assessments utilized are outlined. Results are presented in Part II including six chapters on a comparison of the gifted group with the whole population between the ages of 7 and 11; results of tests given at the individual interviews; teachers' ratings and their views toward the gifted students; parents' views on education, definitions of "intelligent" and "gifted", and personality of their children; children's views on school, interests out of school, and their own personality; and a discussion of extant literature. Subsidiary studies are covered in Part III which examines intelligence vs. creativity, social occupation groups, social class and language, children's definitions of six areas of knowledge, and six representative case histories (which include excerpts from individual interviews with the parent and the child). In a final chapter, recommendations are made in areas such as identification problems, school performance, special care for the underprivileged, the use of tests to separate the creative and intelligent, and the case for nonsegregation. (SB)

ABSTRACT 1321

EC 08 1321 ED N. A.
Publ. Date 75 192p.
Walters, David R.
Physical and Sexual Abuse of Children: Causes and Treatment.
Indiana University Press, 10th and Morton St., Bloomington, IN 47401 ($7.95)

Descriptors: Exceptional Child Education; Disadvantaged Youth; Child Abuse*; Sexuality*; Etiology*; Trend Analysis*; Psychotherapy*; Family Problems; Incidence*; Parents; Parent Counseling; Parent Child Relationship; Individual Characteristics; Change Agents; Case Studies*;

Identifiers: Neglected Children*; Physical Abuse*; Sexual Abuse*;

The text provides an overview of the problem of child abuse and has as its central thesis that abuse is rooted in our cultural heritage of denigrating children and institutionalizing violence and that abusive parents are not usually mentally ill but are simply repeating patterns in which they were reared. Chapters cover the following topics (sample subtopics are in parentheses): nature and extent of child abuse (incidence, results, and location of abuse); cultural causes and history (Bible, literary influences, and legal history); recent views of child abuse (causes of abuse, problems in defining abuse, and scientific research); typology of physical abusers (socially and parentally incompetent, situational, and neglectful abusers); alternatives to current practices (five factors for determination of abuse, self help groups, and termination of cases); general treatment of the physical abuser (general principles and strategies in treatment, and work with adult abusers in groups); treatment of specific types of physical abusers (frustrated and displaced and accidental or unknowing abusers, and institutionally prescribed abuse); sexual abuse of children (extent of sexual abuse, unfounded accusations of sexual abuse by children, and father-daughter involvement); treatment of sexual abuse (long range treatment, anger component, and future treatment programs and strategies in sexual abuse); observations and comments on abused children and treatment (rules to follow in treating children, effect of physical problems in treatment, and differences in treatment of physically and sexually abused children); and strategies for change (short range, intermediate, and long range goals). Case material derived from the author's practice in treating abusers and their children is provided and the National Standard Form for reporting child abuse is appended. (SB)

ABSTRACT 1258

EC 08 1258 ED N. A.
Publ. Date Nov 75 15p.
Wing, Lorna.
Practical Counselling for Families with Severely Mentally Retarded Children Living at Home.
Research Exchange and Practice in Mental Retardation; V1 N3 P113-127 Nov 75

Descriptors: Exceptional Child Research; Mentally Handicapped; Custodial Mentally Handicapped*; Severely Handicapped; Parent Counseling*; Family Counseling*; Counselor Attitudes; Adjustment (To Environment);

Described are factors involved in counseling parents of severely mentally retarded children living at home. It is explained that an assessment of the child's functioning is a prerequisite to the counseling process. Provided is practical advice for counseling parents of children with three patterns of impairment: retardation with some communication, mobility, and self care skills; profound physical disability and mental retardation; and adequate motor development with limited comprehension or language. Among general counseling considerations cited are the importance of helping parents to organize time schedules for behavior management programs and of alerting the family to potential sources of financial help and respite care. (CL)

ABSTRACT 1157

EC 08 1157 ED N. A.
Publ. Date 75 12p.
Paterson, George W.

Ministering to the Family of the Handicapped Child.
Institutes of Religion and Health, 3 West 29th St., New York, NY 10001
Journal of Religion and Health; V14 N3 P165-176 1975

Descriptors: Cerebral Palsy*; Family Problems*; Emotional Adjustment*; Parent Attitudes*; Religion*; Exceptional Child Research; Early Childhood;

Surveyed were the effects of religious beliefs on the emotional adjustment of 22 mothers and 14 fathers of cerebral palsied children 4 years of age or younger. A structured, tape recorded interview was used to gather data on the parents' initial reaction to the diagnosis; additionally, parents were asked to sort (by degree of agreement or disagreement) a group of 34 statements expressing attitudes toward the meaning of suffering. Among findings were that the discovery of the child's handicap was usually a gradual process, that few parents felt they were to blame for the handicap, and that few family relationships were seriously disturbed by the handicapped child's presence. Other results were that 73% of the families had found religion helpful in adjusting to their child's handicap, nine families had discussed their handicapped child with their priest or minister, and that fewer than half had experienced religious conflicts or doubts related to the handicapped child. Results suggested that religion helps most families adapt to the stress of having a handicapped child. (DB)

ABSTRACT 1099

EC 08 1099 ED N. A.
Publ. Date Win 76 4p.
Phipps, Patricia M.
Effects of a Mentally Retarded Child on Family Members.
Special Children; V2 N2 P39-42 Win 76

Descriptors: Exceptional Child Education; Mentally Handicapped*; Family Problems; Personal Adjustment*; Parent Attitudes*; Siblings*;

Described are the common reactions of family members to the diagnosis that a child is mentally retarded and the process of adjustment with attitudes and effects differing according to economic levels, religion, education, and sex of parent or sibling. (DB)

ABSTRACT 1091

EC 08 1091 ED N. A.
Publ. Date Aug 75 9p.
Schechter, Marshall D.
Holter, F. Robert.
Adopted Children in Their Adoptive Families.
Pediatric Clinics of North America; V22 N3 P653-661 Aug 75

Descriptors: Exceptional Child Education; Disadvantaged Youth*; Adoption*; Emotional Problems*; Family Problems*; Physicians*; Role Perception; Child Development; Parent Attitudes; Community Attitudes;

Adopted children and their families are described as "at risk" for psychological and social problems because of the unusual stresses which the adoptive process places on the child and the parents. General considerations for the pediatrician's attention in the adoptive child's development are discussed. Special problems regarding trends in adoption are reported, and characteristic problems are examined which include developmental problems, attitudinal problems within the family, problems within the community, and what and when to tell the child about his adoptive status. The pediatrician is seen to be of primary importance in the diagnosis and treatment of symptomatic behavior in the adopted child. (SB)

ABSTRACT 933

EC 08 0933 ED N. A.
Publ. Date Dec 75 8p.
Martin, Patricia.
Marital Breakdown in Families with Spina Bifida Cystica.
Developmental Medicine and Child Neurology; V17 N6 P757-764 Dec 75

Descriptors: Exceptional Child Research; Physically Handicapped*; Family Problems*; Incidence; Marriage*; Parent Counseling*; Emotional Adjustment;

Identifiers: Spina Bifida;

Examined was the incidence of marital breakdown in 34 families of children with spina bifida. Questionnaire results indicated that divorce or separation did not occur significantly more frequently in these families than in families of two comparison groups. Among other findings were that a greater proportion of spina bifida children did not remain with their natural parents. Results emphasized the importance of early intervention and parent counseling. (CL)

ABSTRACT 913

EC 08 0913 ED 116426
Publ. Date Aug 75 198p.
Weiss, Karen L.
And Others
Characteristics of Young Deaf Children and Early Intervention Programs.
University of Minnesota, Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Research Report 91.

Descriptors: Deaf*; Preschool Education*; Program Evaluation*; Longitudinal Studies*; Academic Achievement*; Exceptional Child Research; Aurally Handicapped; Early Childhood Education; Program Effectiveness; Educational Methods; Language Development; Communication Skills; Cognitive Development; Parent Attitudes;

Presented is the fifth in a series of reports on a 4-year longitudinal evaluation of preschool programs for hearing impaired children. It is explained that the seven programs studied emphasize either an oral-aural, Rochester (oral-aural plus finger spelling), or total communication method of instruction; and that the current report focuses on the characteristiks of the sample (60 Ss) as a whole. Included in the report are a brief review of literature on preschool programs for the deaf and descriptions of the programs and subjects studied. Reported are results of the following types of evaluation: Illinois Test of Psycholinguistic Abilities, academic achievement, communication battery, articulation, cognitive development measures, Matching Familiar Figures Test, regular class subjects, Brown Parent Attitude Scale, Semantic Differential, and classroom observation. Major study findings are summarized such as that reading skills were comparable to hearing peers, and that there was an overall lack of improvement in articulation scores across the 3 years. Appendixes include examples from some assessment instruments used in the study, the Parent Information and Attitude Scale, and longitudinal test data for Ss with unique class placement. (For related information, see EC 05 0514, 06 1493, and 07 3374.) (LS)

ABSTRACT 889

EC 08 0889 ED N. A.
Publ. Date Jan 76 6p.
Holroyd, Jean.
McArthur, David.
Mental Retardation and Stress on the Parents: A Contrast Between Down's Syndrome and Childhood Autism.
American Journal of Mental Deficiency; V80 N4 P431-436 Jan 1976

Descriptors: Autism*; Mongolism*; Emotionally Disturbed*; Family Problems*; Mother Attitudes*; Exceptional Child Research; Mentally Handicapped; Mothers; Questionnaires;

Seventy-six mothers of autistic, Down's syndrome, and outpatient psychiatric clinic children completed a questionnaire about their attitudes toward the identified child and the effects of the child on themselves and their families. A canonical correlation between the 15 questionnaire scales and three groups revealed a general retardation/social dependency factor separating the mothers of the two retarded groups from the clinic sample. The autism group was differentiated from the Down's syndrome group more by scales measuring severity of the child's handicap and family integration problems than by scales measuring stress on the mother. The hypothesis that mothers of autistic children would report more problems than both other groups was supported; the hypothesis that mothers of Down's syndrome children would report more problems than mothers of outpatient clinic children was not. (Author)

ABSTRACT 732

EC 08 0732 ED N. A.
Publ. Date Oct 75 12p.
Clements, J. Eugene.
Alexander, Ronnie N.
Parent Training: Bringing It All Back Home.
Focus on Exceptional Children; V7 N5 P1-12 Oct 75

Descriptors: Exceptional Child Education; Handicapped Children*; Elementary Secondary Education; Early Childhood Education; Parent Education*; Parent Counseling; Models*; Conceptual Schemes; Parent School Relationship; Educational Trends*; Historical Reviews*;

Reviewed in the paper on training parents of handicapped children are historical and sociological trends, current models of parent involvement, and a theoretical model for future services. The authors assert that parents have largely been excluded from decision-making procedures regarding the education of their children, and cite studies which indicate the benefits of parental involvement. Contemporary parent training practices are classified as behavioral, psychological insight, experiential, and family involvement models; while instructional approaches are described in terms of coaching, modeling, and behavioral rehearsal. An informational model is summarized in which parents received evaluation and diagnostic service (preschool unit), direct classroom experience (elementary unit), and counseling regarding the student's future employment and living arrangements (junior and senior high unit). (CL)

ABSTRACT 724

EC 08 0724 ED N. A.
Publ. Date Dec 75 5p.
Hersch, L. Brian.
Amon, Carol.
A Child Has a Hearing Loss: Reporting the Diagnosis of Handicaps in Children and Its Impact on Parents.

American Annals of the Deaf; V120 N6 P568-571 Dec 1975

Descriptors: Aurally Handicapped*; Parent Counseling*; Identification*; Exceptional Child Services; Auditory Evaluation;

Problems encountered by professionals reporting a diagnosis of hearing loss to parents are discussed and some criteria for successful reporting are suggested. Stressed is the importance of blending clinical audiological data with an understanding of the emotional factors experienced by both the professional and the parents. (Author/LS)

ABSTRACT 660

EC 08 0660 ED 115 067
Publ. Date 74 43p.
Morrison, Jan.
Wood, J. Marcus.
To Find the Invisible Child: A Report on Casefinding.
Ohio State University, Columbus. Herschel W. Nisonger Center.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Preschool Education*; Program Descriptions*; Identification*; Exceptional Child Education; Handicapped Children; Parent Counseling; Professional Occupations;

Identifiers: Developmental Disabilities*; Developmentally Delayed Infant Education Project*; Casefinding Coordinator;

Presented are some casefinding approaches used in the Developmentally Delayed Infant Education Project (Ohio). Brief sections include information on the project's objectives and limits; the responsibilities, desired skills and competencies, and desired traits and attributes of casefinding coordinators; identification approaches (such as contacting social service agencies and medical facilities, reaching parents through the media, and mass screening); ways to handle initial contacts and testing in the home; ways to handle parents of children accepted or denied acceptance into the program; and common parental concerns (such as cause of the child's delay). Among information appendixed are criteria for infant selection, general admission procedures, and guidelines for followup. (SB)

ABSTRACT 626

EC 08 0626 ED N. A.
Publ. Date Win 75 11p.
Clifton, Phillip M.
Ransom, Jane W.
An Approach to Working with the "Placed Child."
Child Psychiatry and Human Development; V6 N2 P107-117 Win 75

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Placement*; Foster Children*; Adoption*; Prevention*; Crisis Therapy*; Case Studies; Parent Counseling; Parent Child Relationship; Play Therapy;

Presented is a primary prevention approach to working with the diagnostic and therapeutic challenges posed by children placed in institutions, foster and adoptive homes, or caught up in custody battles that result from marital separation and divorce. Three clinical cases are given to illustrate the use of active short term therapy to forestall the potential damage of unresolved placement separation crises. The primary prevention approach is noted to emphasize guidance which will help parents, foster parents, or agencies to stabilize the child's environment; help parents to confront and deal with their own feelings as they interfere with a happy and loving relationship with the child; and incorporate play therapy to assist the child in coping with the confused and frightening emotions that attend the experience of placement separations. (Author/SB)

ABSTRACT 482

EC 08 0482 ED 115 036
Publ. Date 75 24p.
Alwes, Don
And Others
Re-Ed School of Kentucky.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Emotionally Disturbed*; Elementary Education*; Behavior Change*; Program Descriptions*; Exceptional Child Education; Residential Schools; Operant Conditioning; Facilities; Class Activities; Instructional Staff; Educational Programs; Parent Counseling; Cost Effectiveness; Program Evaluation;

Identifiers: Parent Materials*;

Described is a Re-Ed (re-education) program for treating emotionally disturbed children (ages 6 through 12 years). The residential behavior modification program is discussed in terms of facilities (physical environment, length of program, and admission criteria), activities (such as field trips, yoga, and special education classes), staff and training (including ancillary services in the form of workshops, parent counseling groups, practicum or internship training, staff meetings, and demonstration programs), parent counseling (which includes effectiveness training and weekly sessions with the children's teachers), and costs (which depend on the area in which the facility is established). Brief sections are included on program evaluation and replication. A parent handbook relating to the Re-Ed program constitutes the remaining half of the text and covers topics such as accreditation, placement, and behavior diaries in question-answer form. (A parent handbook is included.) (SB)

ABSTRACT 396

EC 08 0396 ED 115 018
Publ. Date May 75 61p.
Hamilton, Muriel.
Home-Based Family Services: Report of the Georgia Outreach Project.
Day Care and Child Development Council of America, Inc., Washington, D. C.
Appalachian Regional Commission, Washington, D. C.
EDRS mf;hc

Descriptors: Economically Disadvantaged*; Infancy*; Early Childhood*; Delivery Systems*; Family (Sociological Unit)*; Exceptional Child Services; Demonstration Projects; Staff Role; Program Descriptions; Child Development; Parent Counseling; Nutrition; Physical Environment; Community Role; Case Studies; Program Evaluation; Health;

Identifiers: Final Reports; Georgia Outreach Project;

Presented is the final report of the Day Care and Child Development Council of America's Georgia Outreach Project, a home based program of services for welfare families with children up to 6 years. The home based service delivery design is described in terms of advantages over agency-oriented service delivery systems; the roles of staff members (home visitors, district supervisors, project director, and early childhood specialist); the goals for the children, parents, and communities involved in the project; and the demonstration component. Discussed are the geographical setting of the project, family profiles, the primary caregiver, project participation, families' financial status, housing facilities, and family assessments. The five major areas of project concern are noted as child development, home management and parent-

ing, health and nutrition, physical environment, and community relationship. Five case studies are provided to illustrate the variety of families and home visitor styles of service delivery. Responses to a parent evaluation questionnaire are outlined, and some items are briefly analyzed. In a summary evaluation, the outreach model is seen as a viable alternative for providing services to young children and their parents. Also included are sample forms (such as the contact and meeting report form) and tables illustrating statistics (including the frequency of home visits). (SB)

ABSTRACT 346

EC 08 0346 ED N. A.
Publ. Date 75 180p.
Gardner, James E.
Paraprofessional Work with Troubled Children.
Gardner Press Inc., Distributed By Halsted Press, Division of John Wiley and Sons, Inc., 605 Third Ave. New York, NY 10016 ($9.95)

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Program Descriptions*; Nonprofessional Personnel*; Remedial Reading; Psychotherapy; Parent Counseling; Intervention; Staff Improvement*; Program Development*; Educational Programs*;

Identifiers: Children's Center for Educational Therapy*; California (Venice);

Reported is the development of the Children's Center for Educational Therapy (Venice, California) which uses paraprofessionals as the primary staff in remedial reading, child therapy, parent counseling, and preventive kindergarten programs for emotionally disturbed children. The Center's program is explained in Chapter I in terms of background, organization, staff, budget, scope and depth, programs, and purpose. The HEP (Help Education Progress) Remedial Reading Program is explained in Chapter II to use emotional conditioning and behavior modification to build positive student-tutor relationships and to motivate the child. Positive gains of the kindergarten program are noted in Chapter III, which include the control of tantrums and violent behavior. Sample cases of children involved in the Center's psychotherapeutic program are presented in Chapter IV. The staff problems in developing a remedial program for children entering junior high school are recounted in Chapter V, and it is concluded in Chapter VI that the use of paraprofessionals is viable, effective, and financially feasible. (SB)

ABSTRACT 334

EC 08 0334 ED N. A.
Publ. Date Nov 75 8p.
Drotar, Dennis.
And Others.
The Adaptation of Parents to the Birth of an Infant with a Congenital Malformation: A Hypothetical Model.
Pediatrics; V56 N5 P710-717 Nov 1975

Descriptors: Anomalies*; Congenitally Handicapped*; Infancy*; Parent Attitudes*; Emotional Adjustment*; Exceptional Child Research; Physically Handicapped; Parent Role; Parent Counseling;

Parents of 20 children with congenital malformations including cleft palate, Down's syndrome, and congenital heart disease, were interviewed to determine the course of parental reactions to their child's birth, and the process of parental attachment. Analysis of the interviews indicated five stages of parental reactions: shock; denial; sadness, anger, and anxiety; adaptation; and reorganization. Findings suggested that early crisis counseling may be crucial for parental adjustment. (CL)

ABSTRACT 312

EC 08 0312 ED N. A.
Publ. Date Win 76 6p.
Lichter, Paul.
Communicating with Parents: It Begins with Listening.
Teaching Exceptional Children; V8 N2 P66-71 Win 1976

Descriptors: Teacher Attitudes*; Parent Counseling*; Listening*; Parent School Relationship*; Exceptional Child Education; Communication Skills; Handicapped Children*;

Considered is the role of active listening in establishing rapport between special education teachers and parents. It is explained that by reflecting the feelings and content of the parent's message, the teacher can help the parent identify and accept his feelings. (CL)

ABSTRACT 307

EC 08 0307 ED N. A.
Publ. Date Oct 75 10p.
Philage, Mary Lou.
And Others.
A New Family Approach to Therapy for the Learning Disabled Child.
Journal of Learning Disabilities; V8 N8 P490-499 Oct 1975

Descriptors: Learning Disabilities*; Emotional Problems*; Program Descriptions*; Parent Counseling*; Group Therapy*; Exceptional Child Education; Elementary Education; Remedial Instruction; Affective Behavior; Behavior Change;

Recommendations for a treatment mode for 31 learning disabled children (ages 6 to 13 years) and their parents were derived from a questionnaire compiled during a 3-year period. Recognizing that several approaches in use were ineffective, a new program format was developed. The revised procedure was based on the family's contracting for service, and it focused on the major reinforcers in a child's life space, i.e., parents, teachers, and peers. Remediation and behavior modification techniques were used, the goal being increased independent functioning of the children. Relating skills also were developed, that is, synchronizing feelings with words. Positive results were observed in both remediation and socialization. (Author)

ABSTRACT 293

EC 08 0293 ED 113 909
Publ. Date Jul 75 52p.
Shufelt, Lawrence J.
Wurster, Stanley R.
Frequency of Divorce Among Parents of Handicapped Children.

EDRS mf;hc

Descriptors: Handicapped Children*; Demography*; Family Problems*; One Parent Family*; Stress Variables*; Exceptional Child Research; Parent Attitudes; Research Reviews (Publications); Questionnaires; Incidence;

Identifier: Divorce*;

Seventy-six parents of handicapped children were surveyed to compare the frequency of divorce in the sample population to that of the US population. A research review revealed that the first born child causes extensive to severe crises in the parents' marital relationship; that the presence of a child with a handicapping condition causes a certain degree of stress within the family; and that marital dissatisfaction is highest in families which have children. Ss completed questionnaires concerned with items such as ratings of their child's degree of handicap and of their marital satisfaction. Results showed that the frequency of divorce for the sample population was not significantly higher than that of the US population, suggesting that the presence of a handicapped child in the family does not seriously affect marital stability. Appendixes include the questionnaire used and a table of sample population characteristics. (SB)

ABSTRACT 71

EC 08 0071 ED N. A.
Publ. Date Fall75 11p.
Meijer, Alexander.
Psychological Factors in Maternal Grandparents of Asthmatic Children.
Child Psychiatry and Human Development; V6 N1 P15-25 Fall75

Descriptors: Exceptional Child Research; Special Health Problems; Asthma*; Childhood; Parent Child Relationship*; Parent Attitudes*; Sex Differences*; Mothers; Psychological Characteristics;

The present perception of childhood relationships and feelings toward parents were compared in mothers of 40 male and 20 female asthmatic and nonasthmatic children (6 to 11 years old). Each mother was administered two tests to measure her perception of feelings toward her parents when she was about 14 years old. Results included that mothers of asthmatic boys perceived their fathers as more rejecting and their mothers as more positive than did mothers of nonasthmatic boys. Although none of the differences between the two girls' groups was significant, there was a trend toward colder perceptions of maternal grandmothers of asthmatic girls in comparison to nonasthmatic girls. (Author/SB)

ABSTRACT 60

EC 08 0060 ED N. A.
Publ. Date Oct 75 4p.
Tymchuk, Alexander J.
Training Parent Therapists.
Mental Retardation; V13 N5 P19-22 Oct 1975

Descriptors: Parent Education*; Parent Counseling*; Models*; Exceptional Child Services; Handicapped Children; Parent Attitudes; Child Development; Case Studies; Conceptual Schemes;

Identifier: Developmental Disabilities*;

A model is presented for working with parents of the developmentally disabled which combines dynamic and behavioral therapeutic strategies. In addition to its focus on parental attitudes, the model is explained to provide information on child development; learning principles; etiology, diagnosis, treatment, and prognosis of the condition; resources (legal and organizational); and effects on other family members. A case history is provided to further describe the approach. (Author/CL)